



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3535 W. Dunlap, Phoenix, AZ 85051

Pathfinder Charter School Foundation

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing Plus
2003-04 Performing
2002-03 New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Freddie Villalon
Schedule : 07:00 AM to 05:00 PM
Grades : K-5
2005 Enrollment : 580
Web Address : webs.learningstation.com/cortez_park/
Phone Number : (602) 589-9840
Fax Number : (602) 589-9841
E-mail : fvillalon-cpes@imagineschools.com

Mission

Cortez Park staff, students, parents, and community will collectively provide support to increase academic proficiency through standards based instruction in a safe environment that is conducive to the needs of the students.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü By 2007, 80 percent of the students at Cortez Park will be meeting or exceeding the State Standards in Reading as measured by the AIMS.
- ü by 2007, 70 percent of students at Cortez Park will be meeting or exceeding the State Standards in mathematics as measured by the AIMS.

Enrollment

October 1, 2004 School Year Student Enrollment : 569
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 580

Cortez Park Charter Elementary School

Instructional Programs

- Ü Interdisciplinary Thematic Units
- Ü Full-day Kindergarten
- Ü On-site Special Education
- Ü Character Education
- Ü Saturday School
- Ü Computer Based Learning
- Ü Fall and Spring Diagnostic Assessments
- Ü PAD Program

Calendar Information

Number of Instruction Days :	186
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	6/6/2006

Shared Responsibilities

School

Cortez Park Charter Elementary School will strive to keep families informed, to value parent input in educational decisions affecting their children, and to make educational decisions based on student needs.

Parents

Parents will ensure and guide their children in being prepared each and every day for learning, being at school on time, and wearing the school uniform.

Transportation Policy

Transportation is provided for 7th and 8th grade students to and from Bell Canyon Charter School.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Clark County Teacher of the Year	2002
Ü Academic Excellence Award	2003
Ü AIT State Champions in Football	2003
Ü Anti-Smoking/Drug Award	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	99	79306	99	99	99	441	441	445	12	12	10	17	17	18	60	60	51	11	11	20
All Students (Prior Year)	83	83	75509	100	100	100	495	495	521	15	15	13	38	38	23	36	36	33	11	11	31
Female	45	45	38691	100	100	99	435	435	446	17	17	10	17	17	18	64	64	52	2	2	20
Male	54	54	40583	98	98	99	447	447	445	7	7	11	17	17	18	56	56	50	20	20	21
African American	18	18	4041	100	100	99	421	421	426	31	31	17	8	8	23	54	54	50	8	8	10
Hispanic	33	33	32869	100	100	99	433	433	429	15	15	15	19	19	25	67	67	51	0	0	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	44	44	36197	96	96	99	454	454	463	5	5	5	18	18	11	56	56	53	21	21	31
Students with Disabilities	14	14	10321	100	100	100	420	420	389	23	23	30	15	15	27	62	62	34	0	0	9
Students without Disabilities	85	85	69060	97	97	98	445	445	454	10	10	7	17	17	17	60	60	54	13	13	22
Limited English Proficient Students	20	20	15509	95	95	100	425	425	406	17	17	20	29	29	30	54	54	45	0	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	60	60	39415	98	98	96	429	429	431	18	18	15	24	24	25	53	53	50	4	4	10
Non-Economically Disadvantaged	39	39	39966	100	100	100	456	456	459	5	5	6	8	8	12	68	68	52	18	18	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	99	79395	99	0	99	451	451	446	7	7	9	27	27	25	60	60	55	6	6	11
All Students (Prior Year)	83	83	75492	100	100	100	505	505	519	21	21	12	27	27	16	35	35	47	16	16	24
Female	45	45	38743	100	0	100	453	453	451	12	12	7	14	14	24	67	67	57	7	7	12
Male	54	54	40618	98	0	99	449	449	440	2	2	11	39	39	27	54	54	53	5	5	9
African American	18	18	4052	100	0	100	440	440	434	8	8	11	38	38	29	46	46	54	8	8	6
Hispanic	33	33	32915	100	0	99	447	447	426	11	11	15	30	30	35	52	52	47	7	7	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	44	44	36221	96	0	99	457	457	465	5	5	4	18	18	15	72	72	63	5	5	17
Students with Disabilities	14	14	10331	100	0	100	452	452	388	0	0	25	31	31	37	69	69	34	0	0	4
Students without Disabilities	85	85	69139	97	0	99	451	451	454	9	9	7	26	26	24	59	59	58	7	7	11
Limited English Proficient Students	20	20	15545	95	0	100	440	440	399	13	13	21	33	33	42	54	54	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	60	60	39484	98	0	96	441	441	429	11	11	14	33	33	35	53	53	47	2	2	4
Non-Economically Disadvantaged	39	39	39986	100	0	100	462	462	461	3	3	4	18	18	16	68	68	63	11	11	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	98	78869	98	98	99	453	453	442	2	2	6	22	22	21	61	61	63	15	15	10
All Students (Prior Year)	81	81	75053	98	98	99	510	510	597	17	17	7	22	22	12	61	61	72	0	0	9
Female	44	44	38536	98	98	99	459	459	458	5	5	4	15	15	15	63	63	67	17	17	14
Male	54	54	40302	98	98	99	447	447	428	0	0	8	29	29	26	59	59	60	12	12	7
African American	18	18	4015	100	100	99	448	448	430	0	0	8	23	23	24	77	77	61	0	0	7
Hispanic	32	32	32606	100	100	98	448	448	426	4	4	8	27	27	27	50	50	60	19	19	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	44	44	36078	96	96	99	459	459	459	3	3	4	15	15	16	67	67	66	15	15	14
Students with Disabilities	14	14	10246	100	100	100	425	425	367	0	0	18	31	31	39	69	69	40	0	0	4
Students without Disabilities	84	84	68697	95	95	98	458	458	454	3	3	4	20	20	18	59	59	67	17	17	11
Limited English Proficient Students	20	20	15339	95	95	100	433	433	399	4	4	11	38	38	31	46	46	54	13	13	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	59	59	39106	97	97	95	441	441	427	5	5	8	27	27	28	55	55	59	14	14	5
Non-Economically Disadvantaged	39	39	39837	100	100	100	467	467	457	0	0	4	16	16	14	68	68	67	16	16	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	60	78906	98	98	99	462	462	498	24	24	13	29	29	19	45	45	48	2	2	20
All Students (Prior Year)	49	49	76019	100	100	100	473	473	499	13	13	14	73	73	39	3	3	14	10	10	33
Female	39	39	38644	100	100	99	456	456	500	25	25	12	25	25	19	50	50	49	0	0	19
Male	21	21	40236	95	95	99	472	472	497	24	24	15	35	35	19	35	35	46	6	6	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	23	23	31938	96	96	99	481	481	481	6	6	19	44	44	25	50	50	46	0	0	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	21	21	36483	100	100	99	475	475	517	25	25	7	25	25	13	44	44	51	6	6	30
Students with Disabilities	10	10	10664	100	100	100	400	400	430	60	60	42	20	20	27	20	20	26	0	0	5
Students without Disabilities	50	50	68310	94	94	98	478	478	509	15	15	9	31	31	18	51	51	51	3	3	22
Limited English Proficient Students	11	11	12573	100	100	100	425	425	454	23	23	27	46	46	30	31	31	38	0	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	47	47	38679	92	92	96	463	463	483	29	29	20	29	29	25	42	42	45	0	0	10
Non-Economically Disadvantaged	13	13	40295	100	100	100	457	457	513	9	9	7	27	27	13	55	55	50	9	9	30

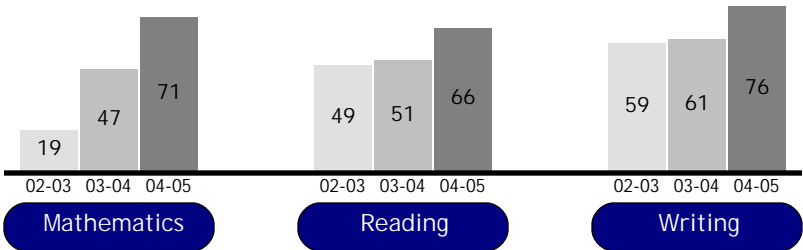
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	58	78908	95	0	99	460	460	484	19	19	10	29	29	23	48	48	58	4	4	9
All Students (Prior Year)	48	48	76020	98	98	100	494	494	503	33	33	25	33	33	23	27	27	40	7	7	12
Female	38	38	38648	97	0	99	456	456	489	16	16	8	25	25	22	59	59	61	0	0	10
Male	20	20	40233	91	0	99	468	468	479	25	25	12	38	38	25	25	25	55	13	13	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	22	22	31940	92	0	99	468	468	465	12	12	16	35	35	32	53	53	49	0	0	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	21	21	36502	100	0	99	476	476	502	13	13	4	38	38	14	38	38	67	13	13	15
Students with Disabilities	10	10	10665	100	0	100	396	396	423	50	50	30	30	30	36	20	20	31	0	0	2
Students without Disabilities	48	48	68312	91	0	98	477	477	493	11	11	7	29	29	21	55	55	62	5	5	10
Limited English Proficient Students	11	11	12556	100	0	100	418	418	436	25	25	24	42	42	40	33	33	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	46	46	38662	90	0	96	463	463	468	21	21	16	32	32	32	47	47	49	0	0	3
Non-Economically Disadvantaged	12	12	40315	100	0	100	451	451	498	10	10	5	20	20	15	50	50	66	20	20	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	61	78750	100	100	99	488	488	500	6	6	6	33	33	29	61	61	63	0	0	2
All Students (Prior Year)	47	47	75673	96	96	100	521	521	530	10	10	12	30	30	25	60	60	58	0	0	4
Female	39	39	38586	100	100	99	487	487	515	6	6	4	31	31	22	63	63	71	0	0	3
Male	22	22	40135	100	100	99	489	489	486	6	6	8	35	35	35	59	59	56	0	0	1
African American	10	10	4081	100	100	99	523	523	488	0	0	8	25	25	32	75	75	59	0	0	2
Hispanic	23	23	31841	96	96	99	502	502	483	0	0	8	39	39	36	61	61	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	21	21	36440	100	100	99	481	481	516	19	19	3	19	19	22	63	63	71	0	0	4
Students with Disabilities	10	10	10622	100	100	100	385	385	415	30	30	21	40	40	50	30	30	28	0	0	1
Students without Disabilities	51	51	68196	96	96	98	515	515	513	0	0	3	31	31	25	69	69	69	0	0	3
Limited English Proficient Students	11	11	12504	100	100	100	453	453	451	0	0	12	46	46	44	54	54	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	48	48	38558	94	94	96	490	490	485	8	8	8	34	34	37	58	58	54	0	0	1
Non-Economically Disadvantaged	13	13	40260	100	100	100	481	481	514	0	0	3	27	27	21	73	73	72	0	0	4

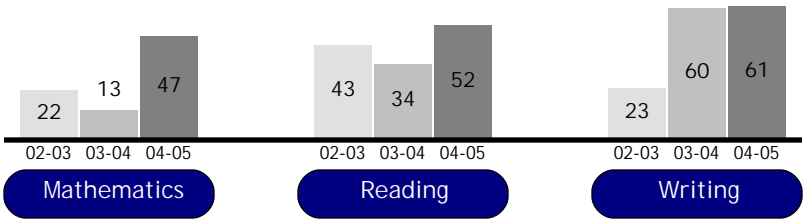
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	41	50	93	55	NA	58	100	52	52	47
	Language	--	--	35	43	93	53	53	50	100	56	56	47
	Mathematics	--	--	44	57	97	68	68	64	100	63	63	50
3	Reading	--	--	27	47	98	43	NA	55	99	46	46	44
	Language	--	--	26	54	99	51	51	61	99	46	46	44
	Mathematics	--	--	29	54	99	56	56	61	99	47	47	51
4	Reading	--	--	37	52	96	49	NA	56	100	38	38	48
	Language	--	--	32	48	96	44	44	52	100	39	39	49
	Mathematics	--	--	35	57	96	48	48	61	100	39	39	53
5	Reading	--	--	34	50	98	50	NA	55	93	39	39	50
	Language	--	--	23	46	98	41	41	49	93	42	42	50
	Mathematics	--	--	25	57	96	46	46	63	97	39	39	49

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Cortez Park Charter Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- ü Public Relations
- ü Advisory Councils
- ü Support General Welfare of School
- ü Communication

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	5.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	6	1	0	0
7 to 9 years	4	2	0	0
10 or more years	8	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	4
Teachers with Emergency Certificaton.	5
Percent of teachers in the school with Emergency/Provisional Certification	20%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Media Center/Library/Technology Lab
- ü Two Gymnasiums
- ü Computers in Every Classroom
- ü Full Service Cafeteria

Extracurricular Activities

- ü Sports
- ü Boy Scouts
- ü Summer School
- ü Girl Scouts
- ü Reading Club
- ü Cheerleading
- ü Student Council
- ü Chorus

Social Services

- ü Before/After School Care Programs
- ü Weekly Home/School Communication
- ü Mazanita Block Watch
- ü Uniform Vouchers
- ü Parent Teacher Organization
- ü Family/Community Support Groups
- ü Parent Link to Power School
- ü On-Site Homework Support

Cortez Park Charter Elementary School

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Students showed significant improvement in reading and math as measured by the AIMS.

- ü Ninety-five percent of our parents were satisfied with the quality of education their children were receiving at Cortez Park Charter Elementary School.

- ü Cortez Park Elementary School received the Academic Achievement Award from Imagine Schools for the 2003-2004 school year.

- ü Cortez Park Elementary school received the Economic Sustainability Award from Imagine Schools for the 2004-2005 school year.

Student Activity Rates for School Year 2004-05

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	24	12	12	17
Transfers In Rate ⁶	36	28	28	37
Stability Rate ⁷	75	87	87	82
Promotion Rate ⁸	93	96	95	81
Retention Rate ⁹	3	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	2	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The school provides fire safety and personal safety instructions along with regularly scheduled fire drills as well as other safety and crisis intervention drills. Our staff strives to provide a safe and warm learning environment.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Freddie Villalon	(602) 589-9840
Transportation Policy	Ed Schultz	(602) 589-9840
Community Resources	Ruth Gonzales	(602) 589-9840
School Nutrition Programs	Veronica Cramer	(602) 547-7963
Parent Organization	Katherine Kutyba	(602) 589-9840
Student Health/Nurse	Aleah Baca	(602) 589-9840

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 250 Copies = \$95.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.